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ished, as is evidenced by the tendency of college freshmen to multiply out all factored expressions.

The use of graphical representation by the author is to be commended, though the graphical representation of the equation as a locus might have been used at least as early as chap. XI on simultaneous equations. More use should have been made of geometrical representations. The parallelism between algebra and geometry could be illustrated in almost every chapter of the book, and this would clarify the ideas of the student and show the correlation of the subjects.

In the treatment of negative and fractional exponents, the author has been successful in showing that these are simply *defined* to be what they are, and why they are thus defined. From most books the student concludes that we *prove*, for instance, that $a^0 = 1$. To begin to familiarize the student early with the meaning and value of a mathematical definition is to be desired.

On the whole the definitions of the book are accurate. The definition of a limit (p. 365), however, is not in accord with that generally accepted by the mathematical world, since according to the author's definition a variable can never attain its limit. The expression "a variable becomes infinite" (p. 366) will give the student a wrong impression of infinity as used in mathematics, and weakens the paragraph in which it occurs. There is also no reason for the introduction of the new symbol S_∞ on p. 344. It is customary to use s_n for the sum of the first n terms of a series and simply s for the limit if such a limit exists.

Why logarithms should have been postponed until the Appendix is not clear. This subject is certainly of more importance to the average student than is that of inequalities, which latter subject has been given a separate chapter. Logarithms should be taken up as early as possible and should then be constantly used. The chapter on imaginaries might have come a little earlier, especially with the excellent geometrical treatment given by the author.

The introduction of considerable oral work would have strengthened the book. One reason why American students are so deficient in the power to compute rapidly and accurately is to be found in their dependence upon paper and pencil in their work. This defect might be in a great measure overcome by numerous exercises to be worked mentally without paper or pencil. The book, however, is suggestive, and the progressive teacher will find in it much that will appeal to him.

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BOOKS RECEIVED

(The notice here given does not preclude the publishing of a comprehensive review.)

EDUCATION

Elementary Pedagogy. By LEVI SEELEY. New York: Hinds, Noble & Eldredge, 1906. Pp. x+337. \$1.25.

The Recitation. By SAMUEL HAMILTON. Philadelphia: J. Lippincott, 1906. Pp. xiii+369.

Der Saemann Monatsschrift für pädagogische Reform. Herausgegeben von der Hamburger Lehrervereinigung für die Pflege der künstlerischen Bildung.